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AUTHOR Halaska, Marilyn
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ABSTRACT

Middle Georgia College started the Faculty Technology Minigrant Program to prepare graduates to be successful participants in a technology-based society and to enhance student learning through instructional technologies. Developed by the Technology Roundtable Committee (TRC), the program addresses the need for faculty expertise in choosing and using technology. The Request for Proposal is open to all full-time faculty, with a limit of one grant per faculty for each grant cycle. The 1999-2000 cycle funded 13 projects for a total of $64,000, including: (1) two online composition courses; (2) an online tutorial drop-in for the College Success course; (3) anatomy tutorials on CD-ROM; and (4) clinical use of notebook computers for care planning and patient teaching in Nursing. The 2000-2001 cycle funded eight such projects for $44,000, and the 2001-2002 grants fund eleven at $50,000. Outcomes from the projects are excellent. In many, student grades were significantly higher than they were in classes that did not use these new technologies. Student learning and satisfaction also increased. Information on the application process and a copy of the application are appended, as is the Faculty Technology Minigrant Agreement for 2001-2002. (CJW)

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Faculty Technology Minigrant Program

Middle Georgia College

Marilyn Halaska

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Middle Georgia College Faculty Technology Minigrant Program
Supporting Innovation in the Teaching/Learning Process

Project Goal

Middle Georgia College is a two-year unit of the University System of Georgia. Our mission includes "preparing graduates to be successful participants in a technology-based society." Therefore, faculty need expertise in choosing and using instructional technology. Our Faculty Technology MiniGrant process addresses this need, emphasizing faculty-centeredness, flexibility, and sharing of expertise. Our goal is to enhance student learning through increasing the scope and depth of instructional technologies used by faculty, and increasing the number of faculty using instructional technology.

Background

In Fall 1998, MGC surveyed faculty to identify instructional technologies in use, how well these enhanced student learning, and resources needed to increase faculty expertise. Results identified a wide range of abilities with a narrow range of technologies used - business email, Internet and online library searches. Fewer than 10% of faculty were using classroom presentation, distance learning and web-enhancements. Faculty were moderately satisfied with their technology's success (3.65 on a scale of 1-low through 5-high). This survey is repeated annually, at the start of each academic year.

Faculty wanted involvement in designing their minigrant process and flexible support to improve their expertise. Resources identified, in order of priority, were 1) development time; 2) a faculty mentor; 3) travel to visit exemplary sites, expert peers, and best-practice conferences; 4) equipment and software. An equipment inventory survey of classrooms, labs, and academic divisions helped to set priorities for equipping classrooms with technology.

Faculty Design

During 1998-1999, the faculty Technology Roundtable Committee (TRC) developed our Faculty Technology Mini-Grant program. The TRC, composed of active users and supporters of instructional technology, represents all academic divisions, libraries, and campuses. To assure broad faculty involvement, TRC members solicited faculty feedback through nine drafts. Decisions were by majority vote of attending TRC members.

Issues addressed during development, and their respective resolutions, were:
Equal opportunity The grant's purpose includes "to develop new and innovative uses, or enhance current use, of instructional technology." The Request For Proposal is open to all full-time faculty, regardless of the applicant's level of technology ability, the distribution among divisions of applications submitted, or the applicant's membership on TRC. There is a limit of one grant per faculty for each grant cycle.

On several occasions, previous grant recipients have returned the next year to pair with, or to mentor novices in a grant. The applicant pool typically represents novice and expert faculty from all academic divisions and campuses. Communication with peers and demonstrations of projects have led to increased interest in, and competition for the grants.
Clear criteria, simple application process The criteria are: important/significant; creative/innovative; useful to instructor, student, college; replicable either within discipline or cross-discipline; and positive impact on the MGC community. These criteria are neither ranked nor weighted in the review and selection process. A one-page cover sheet to the proposal form explains the mini-grant purpose, application process, selection criteria, deadlines, award benefits, expected reports, and the collaborative sharing expected of recipients. The 2-page RFP describes the proposed activity, projected outcomes, and the support package designed by the grant applicant to achieve the outcomes. Approval by the applicant's Division Chair signifies commitment by academic administration to the proposal's outcomes. TRC members

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offer assistance to applicants in designing their grant, identifying a mentor, locating professional development opportunities, and identifying equipment and software needs, including product quality and vendor reliability.

Flexibility in design Faculty design their grant components according to their project goal and professional development needs. Potential benefits they choose from include work with a mentor; reassign time for recipient (and mentor) equivalent to one course for one semester; a multimedia notebook computer; travel to conferences, model sites, expert peers; and peripheral equipment and software.

Standardized selection process TRC members complete a blind review of each proposal, rating each criteria "5-favorable" through "0-unfavorable". A blind summary of rating averages and reviewer comments is used in the TRC's grant selection meeting. Members who submit a proposal do not participate in discussion or vote on their proposal. The TRC Chair presents recommendations to the Vice President for Academic Affairs (VPAA) and Academic Council for final administrative approval.

Contractual commitment A written contract describes project outcomes, funded components, required progress and final reports, expected assessment of the technology's effectiveness, and the recipient's plans for sharing their newly-acquired expertise with other faculty. Recognizing the changing nature of teaching with technology, the grant allows for faculty to negotiate adjusting or redirecting their proposal outcomes and/or activities. Negotiation is done through the TRC.

Administration

The college administration is committed to supporting the minigrant process, through recognizing it as a priority and by providing funding.

During the 1999 and 2000 grant cycle, a portion of special initiative funds from the System to the college for purchase of computers was used to purchase the notebook computers. A second System special initiative faculty development fund is used for equipment and travel. The VPAA may choose to use a portion of adjunct faculty funds for reassign time. Reassign time is scheduled to meet the needs of the recipient, mentor, and their academic division(s). It may be a summer project or academic year paid overload or hiring an adjunct faculty to teach the reassigned section. Depending on timing and availability, unexpended year-end monies may be used to purchase software and peripherals.

The grant cycle is: RFP announced November, proposal deadline January, review and selection February, awards March, project development and implementation Summer through the following academic year. Recipients present their results at the main Fall Faculty Conference and share their expertise through becoming a mentor, providing tutoring, or giving a small-group class.

Coordination

The VPAA appoints the Technology Roundtable Committee. The committee Chair is the Director of Instructional Technology, who reports directly to the VPAA and serves on the Academic Council. Coordination activities of the TRC Chair include organizing TRC meetings; preparing and distributing forms, compiling the blind proposal summary, negotiating budget, tracking award benefits, communicating with Division Chairs, obtaining bids and purchasing equipment, and liaisoning with grant recipients throughout the grant period.

Outcomes Summary

The1999-2000 cycle funded 13 projects with 14 participants. Award totals exceeded $64K. Projects and their outcomes included:

- two online Composition courses, with enrollment per section increasing from 7 initially to 20 currently and the faculty being recognized and chosen to be part of the System's electronic core development teams for Composition and for Literature
- web-enhancements to face-to-face Learning Support, General Biology, and American Government, with strong positive satisfaction and evidence of increased critical thinking and self-direction in students in the Learning Support and General Biology
- online tutorial drop-in for the College Success course, with positive student learning and student satisfaction reported on course surveys
- anatomy tutorials on CD-ROM, with reported positive student and faculty satisfaction with increased time-on-task in class
- online case studies for problem-based learning in our Physical Therapist Assistant program, with grades significantly higher than previous classes that did not use these case studies
- in-class display and critique of Learning Support essay writings with moderate success related to clarity of scanned hand-written student documents
- clinical use of notebook computers for care planning and patient teaching in Nursing, with positive student learning and satisfaction, and increased levels of critical thinking

The 2000-2001 cycle funded 8 proposals with 10 participants. Award totals exceeded $44K. Projects and their outcomes include:

- fieldwork site organization using PDA sync with desktop by Occupational Therapy Assistant faculty, with increased accuracy of their large, rapidly changing site information database and quicker, easier, more satisfied student placement
- interdisciplinary, team taught Web-enhanced American History and Literature courses, pairing novice with expert, with high levels of student project involvement and increasing ability and interest by the novice faculty
- college academic advising web site for faculty and students is in development
- Surveying courses which are currently two-way tele-video are developing web-enhancements
- online comprehensive exit exam for Nursing is being implemented, provides both review and preparation for licensure exam format
- enhancing Learning Support English classes with interactive, critical thinking PowerPoint, with increased learning, highly satisfied students, improved grades on essay writing
- online Cultural Diversity Nursing elective course is in development
- interdisciplinary, team taught Web-enhanced British Literature and Humanities courses taught Fall 2000, with intense involvement of students with research and web page design, and increasing ability and interest by novice faculty

The 2001-2002 grants have recently been awarded, including 11 proposals with 12 participants. Awards will total approximately $50K. Projects include developing online courses in Interdisciplinary Science and Essay Review; web-enhancing Nursing, Occupational Therapy Assistant, World History, Learning Support English, Composition; and classroom enhancements of Learning Support English, Psychology, Math, and Music Theory.

We are achieving our goal of enhancing student learning and satisfaction with the teaching process through increased faculty involvement and expertise with instructional technology. Future surveys will demonstrate our graduates' success in a technology-based society.

March 15, 2001

MIDDLE GEORGIA COLLEGE

Faculty Technology Mini-Grant Proposal 2001-2002

PURPOSE

To promote the use of instructional technology at Middle Georgia College, a series of grants are awarded yearly to MGC faculty who propose to incorporate instructional technology into the teaching/learning process. Proposals can be to develop new and innovative uses of instructional technology, or to enhance current use of teaching/learning technology. The purposes of this grant process are to (1) increase the effective use of instructional technology at MGC, (2) increase individual faculty instructional technology skills, and (3) broaden and increase the technology skills of all faculty at MGC.

APPLICATION PROCESS

All MGC full-time faculty are eligible to apply. A faculty may submit more than one proposal, but only one proposal per faculty will be approved. Faculty may collaborate and submit one application for the team. **Application Deadline: 5:00 pm January 24, 2001**

The proposal process requires completion of the Faculty Technology Mini-Grant Proposal form. Supportive documents may be submitted. The entire application package may not exceed 5 pages. The completed form is to be submitted to the Technology Roundtable Committee Chair by the posted deadline. The Technology Roundtable Committee, appointed by the President and representative of all academic divisions, Libraries, and the Dublin Center, reviews and makes recommendations for awards to the Academic Council.

Criteria for selection are neither ranked nor weighted. They include: important/significant; creative/innovative; useful to instructor, student, class, and/or college; replicable either within discipline or cross-discipline; will positively impact the MGC community.

AWARD BENEFITS

Grants may include, depending on activities described in the proposal and available funding: (1) multimedia notebook computer, (2) reassign time for grantee, equivalent to one 3-credit course for one semester or equivalent project compensation; (3) reassign time for mentor, equivalent to one 3-credit course for one semester or equivalent project compensation; (4) attendance at state or national conference(s), workshop(s), or meeting(s) on technology; (5) travel to network with a colleague who has expertise in the proposed technology; (6) travel to visit a model class which is using the proposed technology; (7) purchase of software or peripheral equipment needed for the specific technology.

Note: travel must occur and purchase requests must be completed before June 1, 2001.

REPORTS

A progress report will be submitted to the Technology Roundtable Committee no later than January 31, 2002. A final report will be submitted to the Technology Roundtable Committee no later than April 30, 2002. The grantee will give a presentation or demonstration of the project's activity to the college faculty either Spring 2001 or Fall 2001.

Should circumstances necessitate a significant change in the proposal activity, the grantee may submit, prior to January 31, 2002, a redirection proposal to the Technology Roundtable Committee for consideration. Should the grantee be unable to complete the project by April 30, 2002, written notice must be provided to the Technology Roundtable Committee prior to April 30, 2002. Projects not completed will result in forfeiture of hardware, software, and unused travel or reassign time.

COLLABORATIVE FOLLOW-UP

Acceptance of the grant acknowledges the following accountability requirements: (1) completing and implementing the proposed project, (2) evaluating the effectiveness of the technology used, and (3) sharing the knowledge and skills gained from the grant activity with MGC faculty via (a) sponsoring a campus-wide workshop on technology (e.g., Fall Faculty Conference, FTP class), and (b) becoming an FTP technology mentor, to share the acquired skill or ability in instructional technology.

Faculty Signature Date

Division Chair/Director Signature Date

Project Description: *(What do you intend to do? Describe your MGC "community" and how they will benefit)*

Project Outcome(s): *(What student learning outcomes do you hope to achieve?)*

Demonstrated Need: *(How will the activity improve students/learning environment/instructors?)*

Replicability: *(How is the project replicable within your discipline or cross-discipline?)*

Evaluation: *(How will you evaluate the effectiveness of this instructional technology?)*

Collaboration: *(What sharing of your gained knowledge and abilities do you propose? To include campus-wide workshop and becoming an FTP mentor)*

Project Activities/Budget: *(What activities will you engage in to accomplish your outcomes? What is the projected cost of these activities?)*

Activities:

Budget:

Reassign Time for Grantee: Course/Term_____

Note: if you are a 12-month, non-teaching faculty, write "12-month" above. Reassign time will be 45 hours individually negotiated with your Director and the VPAA.

Reassign Time for Mentor: Course/Term_____

Note: if mentor is a 12-month, non-teaching faculty, write "12-month" above. Reassign time will be 45 hours individually negotiated with mentor's Director and the VPAA.

Note: travel must occur and purchase requests must be completed before June 1, 2001

Conferences/Workshops *(list title, location, dates, cost including registration, travel, lodging)*

Travel to Visit Colleagues or Sites *(list who/where you will visit, travel expenses)*

Equipment/Software *(purchasing information for equipment/software for project development and/or implementation)*

Submit Completed Hard-Copy Proposal by January 24, 2001 to: TRC Chair, FTP Office, Roberts

MGC Faculty Technology MiniGrant Proposal Reviewer Rating 2001-2002

TRC Reviewer_____ Date_____

Grant Number (Sample)

Project _____

Addresses all areas of proposal, information complete [ ]Yes [ ]No

Use Rating Scale: 0 Unfavorable through 5 Favorable Circle rating number

Criteria	Important/Significant	Rating	1	2	3	4	5
Criteria	Creative/Innovative	Rating	1	2	3	4	5
Criteria	Useful to Instructor, Students, Class, College	Rating	1	2	3	4	5
Criteria	Replicable within or cross-discipline	Rating	1	2	3	4	5
Criteria	Positive Impact on MGC Community	Rating	1	2	3	4	5

Strengths_____

_____

_____

Suggestions to Improve_____

_____

_____

MIDDLE GEORGIA COLLEGE

Faculty Technology Minigrant Agreement 2001-2002

GRANT RECIPIENT: (Grant Recipient's Name) (Mentor's Name, if used)

PROJECT TITLE: (Project Title and Description)

PROJECTED PROJECT OUTCOMES: (project outcomes from grant proposal listed here)

APPROVED FUNDING:

Equipment/Supplies/Software: Amount $

Notebook Computer, Network cable, Surge protector, Carry case
(Other equipment, software, peripherals listed here)

Reassign Time: Amount: $

Summer 2001 Project

Travel: Amount $

(Description of conference, visit to expert site/peer detailed here, including dates, locations, travel, lodging, registration, and all related costs)

Please note that equipment/supplies/software are inventoried to the division and assigned to you individually as long as you continue to use them. Division Chairs are encouraged to monitor use and make equitable adjustments according to the division's needs.

REPORTING:

Progress: Due no later than January 31, 2002 to the Technology Roundtable Committee. Information and form will be sent to you by the TRC in December. Requested information will include when you plan to present your project to the Faculty, mentoring for 2002-2003 grant recipients and/or topic and date for your FTP class.

FINAL: Due no later than April 30, 2002 to the Technology Roundtable Committee. Information and form will be sent to you by the TRC in March.

REDIRECTION PROPOSAL: Should circumstances necessitate a significant change in the proposal activity, the grantee may submit a Redirection Proposal to the Technology Roundtable Committee for consideration. Contact the TRC Chair for assistance.

AGREEMENT TERMS:

Acceptance of the grant acknowledges the following accountability requirements: (1) completing and implementing the approved project, (2) evaluating the effectiveness of the technology used, and (3) sharing the knowledge and skills gained from the grant activity with MGC faculty via (a) sponsoring a campus-wide workshop on technology (e.g., Fall Faculty Conference, FTP class), and/or (b) becoming an FTP technology mentor.

Should you be unable to complete your project, written notice must be provided to the Technology Roundtable Committee. You may forfeit hardware, software, and unused travel or reassign time.

_____ _____

Vice President for Academic Affairs Faculty Technology Minigrant Recipient

_____ _____

Date Date

Return signed form to Office of the Vice President for Academic Affairs

MIDDLE GEORGIA COLLEGE

Faculty Technology Mini-Grant Progress Report 2001-2002

Grant Recipient: (recipient name here) **Grant Title:** (grant title here)

Purpose:_____

Has the purpose of your project changed? [ ]Yes(please describe) [ ]No

Describe your progress on your project.

Do you foresee any difficulty completing your project? [ ]Yes (please describe) [ ]No

What resources can FTP provide to help you accomplish your project goals?

How well is your project achieving the outcomes you planned? What recommendations would you give other faculty exploring similar outcomes?

How would you evaluate the effectiveness of this technology in your project? What recommendations would you give other faculty considering similar activities?

Collaboration planned:
Collaboration you have accomplished:

What assistance can FTP provide to help you complete this collaboration?

At which TRC meeting will you present your project results?
[ ]Spring 2002 [ ]Fall 2002

Submit Completed Progress Report to: Chair, TRC no later than January 31, 2002

MIDDLE GEORGIA COLLEGE

Faculty Technology Mini-Grant Final Report 2001-2002

Grant Recipient: (recipient name here) **Grant Title:** (grant title here)

Purpose: (purpose listed here from original proposal)

Have you completed your project? [ ]Yes [ ]No
Describe your achievements with this project, especially the effect on student learning.

What recommendations do you have for other faculty considering similar instructional technology activities?

How would you evaluate the effectiveness of this technology in your project?

What instructional technology skills have you acquired or improved as a result of this project?

Do you plan to continue to use this technology in your teaching activities? [ ]Yes [ ]No
Please explain.

Collaboration planned: ***(sharing activities listed here from original proposal)***
Has this collaboration been accomplished: [ ]Yes [ ]No
How has this collaboration increased the technology skills of others?

You are scheduled to present your project to the faculty at the MGC Fall Faculty Conference.
Please indicate which classroom technology you will need for your presentation:
[ ]LCD projection [ ]Individual user computers (computer lab) [ ]Internet connection

[ ]Other (please list)_____

Submit Completed Final Report to: Chair, TRC no later than April 30, 2002